

Activity 3.1.4 Recognizing Differences

Purpose

Activity 3.1.1 Animal Value and *Activity 3.1.2 Understanding My Beliefs* have helped you begin to understand your beliefs and opinions pertaining to animal use. Does everyone believe the same as you?

Animal welfare and animal rights opinions vary from person to person. Some groups and organizations spend a great deal of time and money promoting and educating the public about their philosophy. What forms of media are used to persuade people? How do you know the accuracy of what you see in public relations materials?

Materials

Per class:

- Videos and public relations flyers

Per student:

- Pencil
- *Agriscience Notebook*

Procedure

You will view a variety of propaganda materials from animal rights, animal welfare, and agricultural groups. As you watch the video or review the flyer, study each carefully and determine what message is being portrayed. Consider each of the following.

- Philosophy presented – Is it animal welfare or animal rights?
- Purpose – What were the main points?
- Things I learned – What are four new ideas, facts, or opinions you learned?
- Shock value rating – Was the public relations material devised to inflame a strong reaction or to provide information without invoking strong emotion? A rating of 1 is informative and has a low emotional response. A rating of 5 is inflammatory and causes a strong emotional response.
- My reaction – Do you agree or disagree with the material presented? Why or why not?
- Reflections – How has this material affected your beliefs and opinions and how might it affect others?

After each media piece is presented, your teacher will initiate a discussion about the intended audience, purpose, and validity of the material. Record your thoughts and reactions on *Activity 3.1.3 Student Worksheet*.

Conclusion

1. Based on what you have learned so far, why do farmers have an interest in protecting the welfare of animals?
2. Why are some animal rightists opposed to animal agriculture?
3. How do you determine if public relations materials are accurate and valid?

Name: _____

4. How can inaccurate materials help or harm the image of an animal welfare or an animal rights group?



Activity 3.1.4 Student Worksheet

Directions: Complete a review of each media piece your teacher presents. In your review, include the following information:

Table 1. Media Review

| | |
|---|---|
| Title: Puppy Mills | |
| Philosophy Presented: Animal abuse | Shock Value Rating: 1 2 3 4 5= 3 |
| Purpose: To show us what a puppy mill is | My Reaction: It was sad seeing those animals in those conditions |
| Things I learned: Puppy mills are dirty and gross | Reflections: Was it actually a puppy mill? |
| Title: Peta Kills Animals | |
| Philosophy Presented: Animal Welfare | Shock Value Rating: 1 2 3 4 5=1 |
| Purpose: To show people Peta isn't as great as they try to say they are | My Reaction: They don't put up with Peta's lies |
| Things I learned: Peta is hypocritical | Reflections: Lots of PETA's animals have been killed in their care |
| Title: Never be Silent | |
| Philosophy Presented: Animal Rights | Shock Value Rating: 1 2 3 4 5=2 |
| Purpose: Show people to speak up when they see animal abuse | My Reaction: It was crazy seeing so many different abuse videos |
| Things I learned: Animal abuse is everywhere | Reflections: It's important to do things the right way. The people abusing animals didn't do that right |
| Title: American Meat | |
| Philosophy Presented: Animal welfare | Shock Value Rating: 1 2 3 4 5=1 |
| Purpose: Showing people that they should farm themselves | My Reaction: They were very calm and didn't have a negative video |
| Things I learned: Organic in a small scale is good. In a big scale it isn't | Reflections: Video was positive, promoted small farms |

